

**“Non-Traditional Instruction”
Application per KRS 158.070**

District Todd County School District

Date 11AUGUST2014

DEFINITIONS:

Blended Learning

A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities.

Innovation

A new or creative alternative approach to existing instructional and administrative practices intended to improve student learning and student performance of all students.

Learning Management System

A learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process.

Student Attendance Day

Means any day that students are scheduled to be at school to receive instruction, and encompass the designated start and dismissal time.

NOTE: Expand the text boxes as necessary.

1. Please describe your overall approach to combating lost instruction on adverse weather or other emergency days? How have you involved all stakeholders in planning for this approach?

Todd County Schools is currently utilizing and fully implementing web based courseware to include PLATO and Compass Learning. Likewise, Novel Star has been included as part of our district-wide package. Teachers, teacher assistants and students, at all levels, have access to the above-mentioned programs. Previously, the implementation of these programs has been for credit recovery purposes or a supplement to traditional classroom instruction. Based upon this past school year and previous year’s adverse weather conditions we plan to fully engage students in the existing coursework that we already have in place. For students that do not have Internet access, we have specially designed instruction that will include resources that will be provided.

According to the last year’s Technology Readiness Survey, 72% of our family households have access to internet/WIFI services. The percentage grew exponentially directly related to the district’s Apple initiative as compared to the 2007 survey. This year’s access is expected to be even higher and continue to improve. Several of our small sub-city communities now offer free WIFI access to the community.

Discussion among all stakeholders that included district staff, building administration, school faculty and staff, and key community stakeholders were an integral part of the planning process of this initiative. All stakeholders participated with their thoughts, ideas, and suggestions on how to implement blended learning with traditional learning for this this initiative. Since Todd County has vast experience with blended learning base upon five years of the one-to one Apple Initiative, blended learning has always been a key component in promoting and supporting learning with classroom instruction.

2. What evidence of capacity and previous experiences with non-traditional environments does the district have?

Todd County School District has vast and varied experiences with instructional technology integration. In fact, the Todd County School District participated in Apple's one to one initiative from 2007-2012 and during that time continued to improve internet/WIFI capabilities throughout Todd County.

Traditionally, Todd County Schools have integrated web-based programs in support of classroom instruction. PLATO and Castle Learning has been used at Todd County Central High and Todd County Middle School. Both of Todd County School District's elementary schools have also utilized web based programs such as: Study Island and Compass Learning (currently in use). Todd County Horizons Academy has only used Novel Star and now PLATO for primary instruction.

With this incorporation of the one to one initiative, teachers and staff were trained by Apple to integrate technology into instruction. They were also trained on how to encompass original teacher created content with the use of technology and web-based learning. Infrastructure was improved throughout the county and our school district to support infusion of digital learning.

3. What learning management system will the district use to manage the non-traditional program? What features does this system possess that can track student participation and measures of learning? Include in your description how the district is following the new Digital Guidelines from KDE. What other digital platforms, applications or tools will the district use to ensure learning is taking place on non-traditional student attendance days?

Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. The courseware develops rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content. This program will be utilized to prohibit students from falling behind, at grade level, or advanced, accommodate their unique needs in an environment in which they will thrive. Plato Courseware can and will be used in a blended model in which online courses supplement the traditional classroom instruction.

Compass Learning® provides personalized digital learning solutions for intervention, blended learning, credit recovery, and project-based learning. This approach combines rigorous, research-based instruction with fun, engaging digital content and real-time, actionable data to produce greater student progress faster.

Castle Learning strives to provide high-quality content; authored by educators, so that you can focus your efforts on helping your students achieve academic success.

Teachers can quickly and easily search for content within Castle Learning to create their own assignments, or access pre-built, “ready-to-go” assignments and assessments. Instant grading, detailed assessment reports, and instructional feedback are benefits that save time and improve academic success. Our web-based tool is used for: supporting classroom instruction, homework assignments, benchmark/common assessments, self-generated student practice, response to intervention (RTI), data driven instruction of all kinds. Content is also aligned to state and Common Core standards so you can rest assured that you can analyze assessment data to ensure positive progress.

Teachers will be utilizing CITTS to assist them in creating original content.

The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. In CIITS, teachers are able to access Kentucky academic standards and directly linked, aligned, high-quality, multi-media instructional resources. These classroom materials are designed to engage students in learning and reinforce the standards being taught. CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS.

Teachers can create formative assessments based on particular standards with the help of a test item bank containing more than 11,000 items. When these tests are administered online or with a student response system, teachers can see at a glance how individual students are progressing toward mastery on a particular standard or concept. They see where learning gaps exist so that they can more easily design instructional experiences to meet individual student needs and adjust their instruction in support of learning – the hallmarks of formative assessment.

With all of these digital programs, our school system always utilizes the Kentucky Digital guidelines. We provide student eligibility and access to any computer and networking system. Our teachers have received professional development to personalize learning, advancement in quality content, and in quality instruction. Our school district provides adequate facilities and tools to all students and teachers so that successful learning experiences occur. District staff and teachers monitor and manage all digital learning so as to ensure quality, advancement, and aligned content are present and rigorous in this format.

4. Please describe in detail the process the district will use on non-traditional student attendance days. Please include how you will account for all students' access to on-line resources and how you will provide equitable instructional materials for those students that do not have access to the internet? Include how community partners will be engaged and any opportunities that will exist at community locations or if the district will open schools to provide access.

Teachers will assign their students for each course mini units of coursework that can be completed on-line for those that have Internet access. The assigned course will correlate with the current course of study in class. These mini units will consist of teacher created lessons focused on enhanced individual student needs and skills. Teachers will create through Plato, Castle Learning, and Compass Learning units that are refined for their individual classrooms and incorporate all common core standards. Teachers have ability to select pre-identified skills for mastery through these on-line programs plus include other specified content to mold and create lessons and units that are specific to each teachers' classroom instruction. Students without Internet access will be provided one to three days of paper copies of these mini units before leaving for any break or if instructed by the district because impending inclement weather has been confirmed. All students will receive the same instruction and instructional materials by either means stated above. Special education teachers will collaborate with all instructional staff to ensure all special needs students receive appropriate accommodations with all assignments. District and school level administration will be able to account for all Internet access participation through monitoring of log access through infinite campus, PLATO, Castle Learning, and Compass Learning. In addition, teachers and instructional staff will be able to monitor participation of all students through checking log access in Infinite Campus, PLATO, Castle Learning, and Compass Learning, and Community partners will ensure that all members of each community will have Internet access during this time. Schools will also provide the opportunity for students to use the facilities to have access to Internet and technology. Communication with all stakeholders concerning any instructional or technological information will be sent through Blackboard calling system during this time of school closure.

5. Please explain the professional learning plan you will be implementing to ensure certified staff has the knowledge and capacity they need to provide quality blended instruction to students. Also describe how you will incorporate CIITS and any additional technology platforms teachers may use.

Our staff throughout the district has been provided with training and professional development through PLATO and Compass Learning. This company has worked with our staff for several years to prepare and teach them how to blend and incorporate their coursework with traditional classroom instruction. All district staff has and will continue to use and modify all lesson plans that contain these two components within daily instruction. Currently, all instructional staff has begun to include and implement these web-based resources into lesson plans and assessment through CIITS.

Verification of these incorporated learning pathways can be in any instructional staffs individual CIITS. Similarly, all district instructional staff has websites that contain the same information for anyone to view. In addition, many of our staff utilizes other technological platforms such as Remind 101 to inform and communicate with all stakeholders any educational instruction that is currently encompassed in each core content area. Our students currently access each individual teacher's website as part of communication of their daily instruction.

Teachers will be provided with multiple opportunities between now and beginning the initiative when inclement weather is most threatening (December). Early Release Fridays that are available through and innovative calendar will be used for new professional development to ensure that all teachers and staff receive appropriate preparation for on-going refinement of this initiative with technology and instruction. The district will continue to partner with GRECC on our thematic units, curriculum mapping, and supportive instruction for core content.

6. Please describe the deployment of certified and classified school staff on non-traditional student attendance days. In what ways will certified and classified school staff complete their contractual obligations on these days (access the learning management system from home, serving as facilitator at school or community access points, serving as a phone facilitator). Please include a visual representation (e.g. chart, spreadsheet)

Following wavier approval	<ul style="list-style-type: none"> Teachers will meet during PLC's to review their curriculum map for each content area. Teachers will determine and identify one to three day assignments that support classroom instructions. Teachers will develop one to three day thematic units for student that do not have access to the internet by December 19, 2014. Teachers will develop a communication plan that will disseminate a communication/information plan to all stakeholders. Teachers will review expectations to all students for the mini units and the on-line instructional materials and assignments. 	<ul style="list-style-type: none"> Teachers' assistance will be monitoring all types of communications (skype, e-mail, infinite campus, IM's) so that they can assist students with any issues that may arise. ECE teachers will work collaboratively with their core content teachers to modify mini units and web based instruction. In addition to technological communication, a rotation of teachers and classified staff will be created per school for them to be available at (8) school and community locations based on treacherous road condition and severity of inclement weather. Specified number of certified and classified employees will be maintained at each school and community location for the duration of the school outage to facilitate all learning opportunities. All certified and classified employees will be gainfully employed throughout the duration of the school outage whether facilitating learning on-line or on-site.
Following snow days	<ul style="list-style-type: none"> Allow students additional time to complete unfinished assignments due to inclement weather. During PLC's, the teachers will discuss the quality of work and participation of assigned units and on-line work. They discuss any needed changes to enhance student's performance during the next severe weather event. District staff will work with each school staff to assist in the process of evaluating changes. 	

7. Please describe the process the district will use to collect information on participation, what outcomes are expected and how those outcomes will be assessed on non-traditional student attendance days?

District administration can view access logs for instructional staff in PLATO, Compass Learning, Castle Learning, and Novel Star. Likewise, teachers/instructional staff has the same access to monitor student access, time on task, and completed coursework for their individual students. Infinite Campus will also be accessed upon the return of school to verify non-traditional work has been included with traditional class work for each student's grade. Administrative staff can create an ad-hoc within Infinite Campus to analyze and evaluate student's quality of work (grade per assignment), percentage of completion of assignments, and comparison of traditional and non-traditional assignments. All students will participated as measured by previous mentioned viewing of access logs. Classroom instruction will continue to progress during the duration of the school outage. Instruction and mastery will be measured through formative and summative assessment upon return to school. All students will be given a pre-assessment before any work to be completed on-line or on paper for assigned instruction. Upon return, within the given time of completion of work, students will also be given a post-assessment on the completed work. Teachers will measure mastery of the content based upon the performance of the post-assessment. Our overall outcome is for students and teachers to maintain continuous classroom instruction through the school outage and for students to obtain mastery of the content.

We certify that this application was reviewed and approved by the _____
Board of Education at a regular meeting of the Board on _____
Date

Superintendent Date

Local Board of Education Chair Date

Terry Holliday, Commissioner of Education Date

Please download this application and return completed form, including required signatures (scan completed document as a PDF file) to david.cook@education.ky.gov or mail it to:

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